

DOCUMENT RESUME

ED 286 680

RC 016 400

AUTHOR Altschuld, James W.; And Others
TITLE Facilitator's Guide to Staff Training for the Rural America Series. Module VIII: Placement. Research and Development Series No. 1491.
INSTITUTION Northern Michigan Univ., Marquette. School of Education.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
PUB DATE Oct 78
GRANT G007605052; G007605225
NOTE 30p.; For related documents, see ED 142 760, ED 167 811, ED 170 477, and RC 016 392-409. Product of the Cooperative Rural Career Guidance System Consortium.
PUB TYPE Guides - Non-Classroom Use (055)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Education; Career Education; *Career Guidance; Cooperative Programs; Elementary Secondary Education; *Guidance Programs; Job Placement; *Leadership Training; Learning Activities; Learning Modules; *Placement; Postsecondary Education; Program Development; Program Guides; *Rural Schools; Small Schools; Staff Development; Student Placement
IDENTIFIERS *Facilitators; *Rural America Series

ABSTRACT

The eighth module of the Rural America staff training series is designed to help individuals gain a better understanding of the placement process. The module begins with a brief introduction to placement in terms of definitions and the current status of placement in the participants' schools, addressing questions of who provides leadership for placement, what kinds of assistance students receive, and who is receiving placement assistance. Issues to consider when developing specific activities that assist students are discussed; these include student needs and available family, school, and community resources. Five major steps necessary to develop a placement program are outlined: locating placement opportunities, securing placement opportunities, developing placement opportunities, maintaining placement opportunities, and evaluating placement programs. The following types of placement opportunities to be identified are presented: private employment, public employment, apprenticeship, military, education, volunteer, civic, and alternative. Ways in which to provide information to students through articles in local and school papers, bulletin boards, and guest speakers are described. Ways to develop student competence in completing application blanks, taking employment tests, money management, and interviewing skills and in preparing resumes through information packets, job-hunting clubs, seminars, and regular assistance are considered. (NEC)

ED286680

MODULE EIGHT

Research and Development Series No. 1491

FACILITATOR'S GUIDE TO STAFF TRAINING FOR THE RURAL AMERICA SERIES

MODULE VIII: PLACEMENT

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☐ This document has been reproduced as
received from the person or organization
originating it.

☒ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

Cooperative Rural
Career Guidance
System



PC016400



THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD • COLUMBUS, OHIO 43210

THE NATIONAL CENTER MISSION STATEMENT

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

FACILITATOR'S GUIDE TO STAFF TRAINING
FOR THE *RURAL AMERICA SERIES*

MODULE VIII: PLACEMENT

James W. Altschuld
Valija Axelrod
Karen S. Kimmel
Harry N. Drier
Walter M. Stein

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

October, 1978

COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

Consortium Staff

The National Center for Research in Vocational Education

Harry N. Drier
James W. Altschuld
Karen S. Kimmel
Valija Axelrod
Walter M. Stein

Robert E. Taylor, Executive Director

Project Director
Assistant Project Director
Program Assistant
Graduate Research Associate
Graduate Research Associate

Northern Michigan University

Charles E. Weaver
Joan C. Blank
Sandra Hampton

Wilbert A. Berg, Dean, School of Education

Project Director
Project Assistant
Project Assistant

These materials were developed by the National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio, and Northern Michigan University, School of Education, Marquette, Michigan through two separate grants from the United States Office of Education, Bureau of Occupational and Adult Education, under Part "C," Vocational Education Act of 1963 as amended Research Legislation. The opinions expressed, however, do not necessarily reflect the position or policy of the Office of Education, and no official endorsement by the Office of Education should be inferred.

Project Officer, David H. Pritchard

The National Center for Research in Vocational Education

Grant No.: G007605052

Northern Michigan University

Grant No.: G007605225

FOREWORD

The National Center for Research in Vocational Education has been actively developing materials for the special guidance program needs of rural and small schools since 1975. During the ensuing period, a 16-volume set of career guidance program materials for rural and small schools entitled the *Rural America Series* was produced. The development and original production were funded by the U.S. Office of Education, Bureau of Occupational and Adult Education, Part "C," Vocational Education Act of 1963 as amended Research Legislation. Since its completion, the *Rural America Series* has enjoyed widespread national distribution with over 1,200 sets now in the field. In 1976-1978 the National Center in conjunction with Northern Michigan University was funded to test the planning process contained in the Series and to develop several supplemental materials.

One such supplement is the *Facilitator's Guide to Staff Training for the Rural America Series*. It consists of 18 separate modules of which this document is one. The *Guide* is designed to assist state departments of education personnel, guidance supervisors, and guidance counselors in training others to understand and utilize the *Rural America Series*. Each module of the *Guide* may be used independently or collectively in staff development activities. All parts of the *Guide* have been thoroughly tested in statewide workshops sponsored by the states of Florida, West Virginia, Ohio, Illinois, Iowa, Arkansas, Kansas, Washington, Idaho, Wyoming, and the territory of American Samoa. Each workshop was carefully evaluated and suggestions from workshop participants were used to modify and improve the *Guide*.

This module, "Placement," deals with a vital but often neglected facet of the career guidance program. The module takes participants through a discussion of the current status of the placement programs in schools. It then deals with what the desired status might be by teaching the basic elements of a placement program. In conjunction with other modules of the *Guide*, this one assists rural and small school counselors and educators with development of truly comprehensive career guidance programs.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

TABLE OF CONTENTS

FOREWORD	iii
ACKNOWLEDGEMENTS	vii
MODULE OVERVIEW	VIII-1
FACILITATOR OUTLINE	VIII-5
• Transitional Placement and Developing a Plan for Placement	VIII-5
• Developing Placement Plans	VIII-13
• Module Summary	VIII-15
LISTING OF PARTICIPANT MATERIALS	VIII-16
LISTING OF TRANSPARENCY MASTERS	VIII-21

ACKNOWLEDGEMENTS

National Advisory Committee

Everett Edington, Director, ERIC/CRESS, New Mexico State University, Las Cruces, New Mexico

Martin W. Essex, Executive Director, Ohio State Advisory Council for Vocational Education, Columbus, Ohio

Bruce Kingery, International Union—United Auto Workers, Education Department, Solidarity House, Detroit, Michigan

George Leonard, Professor, Guidance and Counseling, Wayne State University, Detroit, Michigan

Melvin McCutchan, Metro Director, National Alliance of Businessmen, and Sandia Laboratories, Albuquerque, New Mexico

Marla Peterson, Director, ERIC/CE, The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio

Gaylor Unbehaun, Superintendent of Schools, Brillion Public Schools, Brillion, Wisconsin

Gary Walz, Director, ERIC/CAPS, University of Michigan, Ann Arbor, Michigan

Barbara Thompson, Superintendent, Wisconsin Department of Public Instruction, Madison, Wisconsin

Editor

Joan McQueeney Mitric, The National Center for Research in Vocational Education, Columbus, Ohio

Reviewers

Bill Braden, Director, Unit of Occupational Guidance, Kentucky Department of Education, Frankfort, Kentucky

Marilyn Jacobson, Project Director, School of Education, Northwestern University, Evanston, Illinois

Louis Perry, Coordinator of Exemplary Programs, Kentucky Department of Education, Frankfort, Kentucky

R. C. Story, Counselor, Somerset State Vocational-Technical School, Somerset, Kentucky

Jo Ann Story, Counselor, Somerset Community College, Somerset, Kentucky

Fred L. Williams, Supervisor, Division of Vocational Education, Ohio Department of Education, Columbus, Ohio

MODULE VIII: PLACEMENT

Module Overview

Instructional Time

Approximately 1 hour

Module Description

This module is designed to help individuals gain a better understanding of placement. The module begins with a brief introduction to placement in terms of definitions and the current status of placement in the participants' schools. Five major steps necessary to develop a placement program are then discussed. Participants are encouraged to come up with additional activities under each major step that could be used to make placement more effective. At least one handbook, *Transitional Career Placement in the Rural Schools*, for every two participants is required for this module. If that number of handbooks is not available, duplicate the key sections of the handbook for use with the module.

Goals and Objectives

The participants will:

Goal 1 Gain an understanding of placement as an important aspect of a comprehensive career guidance program.

Objective 1.1 Identify five major steps necessary for developing a comprehensive plan for placement.

Objective 1.2 Develop strategies for increasing students' opportunities for placement.

Agenda

5 min.	Introduction	Large Group Presentation	
35 min.	Transitional Placement and the Five Elements of Placement	Large Group Presentation and Discussion	VIII-5
30 min.	Developing Placement Plans	Small Group Activity	VIII-13
5 min.	Module Summary	Large Group Presentation	VIII-15

Module Evaluation

This module relies upon a large amount of participant interaction in group discussions. The facilitator should observe the degree to which participants are taking an active role in the module. Small group worksheets can be collected and analyzed with regard to the group's ability to understand and carry out module assignments.

If this module is used independently of others, then the module-specific questionnaire found in the participant materials should be administered. If it is part of an extended (multiple-day) workshop then the questionnaire contained in Appendix A should be utilized.

Relationship to the *Rural America Series*

See chart on next page.

THE RURAL AMERICA SERIES (HANDBOOKS)

PROBLEM IDENTIFICATION		PROBLEM RESOLUTION		
Support Information	Planning Process	Career Guidance & Counseling Strategies	Support Functions	Supplemental Areas
State of the Art	Planning and Implementation	Career Counseling	Staff Development	Facilitator's Guide
Model	Needs Assessment	Desk Reference	Community Relations and Involvement	Cooperative Agreements
Career Guidance Resources	Behavioral Objectives	Individualized Counseling and Placement	Community Perspectives	Case Studies
	Resource Assessment	Transitional Career Placement (Module VIII)		
	Evaluation	Career Guidance Practices		

This module, *Transitional Career Placement in the Rural Schools*, describes one of the major programmatic areas for the resolution of career guidance and counseling problems. Placement is a critical function that must be attended to if an overall program is to be comprehensive in scope. Placement as described in the *Rural America Series* consists of five elements that rest upon a base of student needs and that require the support and involvement of school and community resources.

ACTIVITY TITLE:

Transitional Placement and Developing a Plan
for Placement

DURATION:

35 minutes (or more
depending on the amount
of participant discussion)

FACILITATOR OUTLINE	NOTES
A. What is the Current Status of Placement? Ask participants to identify (1) who in their school is responsible for placement, (2) what that individual's responsibilities for placement are, and (3) what types of students are being served. List the participants' responses on the chalkboard in three columns. Use the cues provided below to encourage participant involvement in the discussion. 1. Who provides leadership for placement? • Placement director or coordinator • Counselor • Distributive education teacher • Vocational education director • Others 2. What kinds of assistance are students receiving? • Educational placement • Job placement • Referrals to non-school agencies • Other (provision of information related to educational and job placement) 3. What other kinds of activities can be considered to be placement? • Helping students obtain scholarship information • Arranging for diagnostic treatment at social service agencies • Assisting students in developing job-seeking skills • Other 4. Who is receiving placement assistance? • College-bound youth only • All students • Vocational students • Minority students • Female students—male students • School leavers • Others	Note: See the module summary for an alternative procedure for the presentation of this module.

FACILITATOR OUTLINE	NOTES										
5. Discuss the similarities and differences that can be drawn from participant responses. Ask participants to think about the school's responsibility for placement and to identify the pros and cons associated with the school's assuming the placement function. Write the responses on chalkboard. Cues: <table data-bbox="320 685 977 1036"> <thead> <tr> <th>PROS</th><th>CONS</th></tr> </thead> <tbody> <tr> <td>• School has good understanding of students</td><td>• Lack of time</td></tr> <tr> <td>• School represents focal point of community—especially in rural areas</td><td>• Other agencies are better equipped</td></tr> <tr> <td>• Other</td><td>• Lack of qualified individuals to assume leadership</td></tr> <tr> <td></td><td>• Other</td></tr> </tbody> </table> 8. What is the Desired Status of the Placement Component? 1. Placement can be defined as the process of assisting each student to take the next step in his/her career development. Thus, placement describes a series of transitions that an individual makes throughout life. Examples are: • The transition from elementary to junior high school • The transition from secondary school to postsecondary • The transition from school to work (this will be the main focus of this module) 2. The specific activities which schools develop to assist students in placement should reflect consideration of the following issues: • Needs of students — What students will be served? — What are their special needs? — Is attention being devoted to seniors? early school leavers? students with poor academic records? economically disadvantaged? • Family resources available • School resources available	PROS	CONS	• School has good understanding of students	• Lack of time	• School represents focal point of community—especially in rural areas	• Other agencies are better equipped	• Other	• Lack of qualified individuals to assume leadership		• Other	
PROS	CONS										
• School has good understanding of students	• Lack of time										
• School represents focal point of community—especially in rural areas	• Other agencies are better equipped										
• Other	• Lack of qualified individuals to assume leadership										
	• Other										

FACILITATOR OUTLINE	NOTES
• Community resources available – Job employment (or security) service – Manpower Council or CETA – Vocational Rehabilitation – County Social Service Agencies – Local Labor Unions – Local Service Groups – Local Business Groups – Colleges and Training Institutions – Small Business Administration – Other	p. 31, <i>Transitional Career Placement in the Rural School</i>
3. Note that many student needs have been identified through the student career development needs assessment process and that resources will have been identified through a comprehensive community resource assessment.	See Modules III and IV
C. Basic Elements of a Placement Program	
Ask participants to turn to page 47 of the Placement handbook.	p. 47
1. Explain that the windmill illustrated serves to provide an overview of the major program objectives for the placement program. 2. Briefly discuss each of the windmill blades in turn. • Locating – To locate existing placement opportunities. • Securing – To increase probability of students being able to secure desired placement opportunities. • Developing – To develop or create placement opportunities for students. • Maintaining – To maintain placement opportunities. • Evaluating – To evaluate the effectiveness of the placement program. 3. As indicated, the placement windmill stands on a base that consists of:	

FACILITATOR OUTLINE	NOTES
• Carefully analyzed and defined student needs • Shared responsibilities (by teachers, parents, and volunteers) for the delivery of the placement program • Leadership for the program supplied by the counselor (or counseling staff) D. Element I—Identifying Placement Opportunities Ask participants to turn to pages 61-62 in the handbook. If more than one facilitator is available, a suggested option is to have two facilitators present the remainder of this section. The first facilitator would present Element I, the second facilitator, Element II, and so forth. 1. Discuss the types of placement opportunities that should be identified to better serve students. • Private employment opportunities • Public employment opportunities • Apprenticeship opportunities • Military opportunities • Educational opportunities • Volunteer opportunities • Civic opportunities • Alternative opportunities 2. Highlight several activities that can be carried out to facilitate the identification process (use "Suggested Activities" on page 61 to guide the discussion). Ask participants if they are currently engaged in activities similar to these. Ask a few of them to describe what they are currently doing. Ask participants if they can identify additional activities that they may have used in their districts. 3. Describe ways in which information that is obtained can be provided to students. • Articles in local and school papers • Bulletin boards • Guest speakers • Others	pp. 61-62 OPTION 

FACILITATOR OUTLINE	NOTES
E. Element II—Securing Desired Placement Opportunities Ask participants to turn to pages 87-89 in the handbook. 1. Discuss the subobjectives and several of the suggested activities presented in the chart. • For example, to develop student competence in — completing application blanks — taking employment tests — money management — interviewing skills — preparing resumes — other • Activities for the above subobjectives might include — information packets — job-hunting clubs — seminars — regular assistance Ask participants to expand and more fully develop (in a discussion mode) activities associated with subobjective. 2. Explain that rural to urban living requires new adjustment and coping skills for many students. Pattern is for out migration of rural youth. However, many school leavers return to the community because they have not developed skills for coping with urban life.	Facilitator 2, if applicable pp. 87-89
F. Element III—Developing Placement Opportunities for Students Ask participants to turn to page 98. 1. Discuss the "Subobjectives" and several "Suggested Activities" presented on the chart. Ask participants to brainstorm ways in which the school could have an influence on developing greater job placement opportunities for students.	Facilitator 1 p. 98

FACILITATOR OUTLINE	NOTES
2. Dialogue with participants to determine whether the counselor (if he/she is to take on greater responsibility for placement) has the flexibility to leave the school to interact more closely with the community. This type of discussion usually points to the fact that counselors appear to lack flexibility. They (counselors) have not yet had sufficient experience to be perceived as accountable due to the lack of detailed program plans. Ideas set forth in the <i>Rural America Series</i> should help ease the concern.	
G. Element IV—Maintaining Placement Opportunities Ask participants to turn to page 103 of the handbook. 1. This chart provides a review of the fourth major aspect of the placement program and includes two major sub-goals: • Reinforcing school/community cooperation. • Providing follow-through services to all students. 2. In providing follow-through services, the school is faced with making several important decisions about the extent of resources that can be expended to meet the needs of former students. Ask participants to describe follow-through services that their school provides.	Facilitator 2 p. 103
H. Element V—Evaluating the Effectiveness of the Placement Program Ask participants to turn to page 109. 1. Evaluation represents the fifth aspect of the placement program. 2. Two major subobjectives are presented to help determine placement program effectiveness. • To evaluate program in terms of objectives selected. • To evaluate adequacy with which program meets individual needs.	Facilitator 1 p. 109

FACILITATOR OUTLINE	NOTES
Inform participants that the Placement handbook contains numerous worksheets and forms that relate to various aspects of placement. Ask participants how many of them evaluate their placement programs and what techniques they are using to evaluate the programs.	

ACTIVITY TITLE:

Developing Placement Plans

DURATION:

30 minutes

FACILITATOR OUTLINE	NOTES
A. Up to Now 1. Five functions or elements of a placement program have been discussed. 2. The program may seem somewhat ideal and perhaps too large for a rural school to fully implement. 3. Even though many ideas regarding the program have been described, they may not relate to your local situation. B. Theory to Practice Divide participants into 5 small groups and pass out the hand-out, "Developing Placement Plans," p. VIII-17. Assign each group one of the five elements of the placement program. Each group should review the element assigned to it for about 5 minutes and then deal with the following set of questions: • How applicable are these activities to our set of local conditions? • Which ones are not applicable and why aren't they applicable? • Even if your districts do not have adequate resources to fully implement a placement program, identify the five most cost-effective first steps that you would choose for initiating this specific element of the program. Each group should feel free to add activities to the list of activities contained in the handbook. 1. After 20 minutes or so, call upon a representative from each group to describe its ideas and suggestions. 2. List suggestions on the chalkboard.	

FACILITATOR OUTLINE	NOTES
3. Point out that what the groups have done is to translate an "ideal" placement program into the practical terms of their local districts and situations. 4. What they've produced collectively is a plan of placement program implementation for rural schools.	

ACTIVITY TITLE:

Module Summary

DURATION:

5 minutes

FACILITATOR OUTLINE	NOTES
A. Review the basic concepts of the module 1. The placement program needs to be systematically planned and developed. 2. Five major elements of placement are important in developing the program. • Locating placement opportunities • Securing placement opportunities • Developing placement opportunities • Maintaining placement opportunities • Evaluating placement program 3. Stress that for each major element, the handbook contains numerous suggestions and examples. B. Relationship to the <i>Rural America Series</i>. Show the transparency, the <i>Rural America Series</i>, p. VIII-23. 1. Explain that placement represents one of the major program options in addition to counseling and career guidance practices. 2. Placement (i.e., job placement) deals with the end product of other career guidance program activities. 3. Placement is a necessary program activity, which despite its cost, must be addressed by a comprehensive career guidance and counseling program such as the one shown on the transparency. As an optional way of presenting the module, select 5 participants in advance who you know have had some prior programmatic experience in placement. Make copies of this module for them and then ask them to develop a panel presentation with each individual taking one of the elements of placement. One of these individuals should be assigned the role of acting module facilitator.	

LISTING OF PARTICIPANT MATERIALS

Material	Page(s)
Developing Placement Plans	VIII-17
Module Specific Evaluation Questionnaire (To be used only if this module is used independently of others)	VIII-18

DEVELOPING PLACEMENT PLANS

Element No.

Applicability of Element Activities to Local Schools (check one)

High ☐

Medium ☐

Low ☐

Advantages of Element Activities

Disadvantages of Element Activities

Activities that are not applicable to local schools and reasons for their inapplicability (list main ones)

Activity

Reason

Five Most Cost-Effective First Steps

1.

2.

3.

4.

5.

RURAL AMERICA SERIES

Module Questionnaire: Placement

NAME (Optional) _____ TITLE _____

INSTITUTION _____

ADDRESS _____ TELEPHONE _____

DIRECTIONS: Directions for responding to this brief questionnaire are given with each specific question. Your responses will be used to improve the module structure and format.

- On the left indicate the degree to which the module helped you in gaining the understandings and skills listed below. On the right provide brief comments on how the module could be improved for those sections marked "NONE" or "SOME."

Degree of Growth				Understandings/Skills	Comments
NONE	SOME	MUCH	VERY MUCH		
1	2	3	4	Increased understanding of the placement process.	
1	2	3	4	Increased understanding of the five basic elements of placement.	
1	2	3	4	Developed skills in placement program planning.	
1	2	3	4	Increased understanding of how to use the <i>Transitional Career Placement in the Rural Schools</i> .	

- To what extent were the materials, processes, and organizational aspects of the module successfully used in the presentation and delivery of the module. For those materials, processes, or organizational aspects that you marked as "unsuccessful" or "slightly successful" provide brief comments as to how they might be improved.

Success				Materials/Processes	Comments
UNSUCCESSFUL	SLIGHTLY	MODERATELY	VERY SUCCESSFUL		
				Materials	
1	2	3	4	Transparencies	
1	2	3	4	<i>Rural America Series</i> handout	
				Processes	
1	2	3	4	Lecture Presentations	
1	2	3	4	Small Group Work Sessions	
1	2	3	4	Question and Answer Sessions	
				Organizational Aspects	
1	2	3	4	Module Organization in Terms of the Logical Flow of Ideas	
1	2	3	4	Important Concepts Reinforced	
1	2	3	4	The Mix of Activities Helpful in Maintaining Interest	

3. Indicate those aspects of the module that you *liked most* and those that you *liked least*.

Liked Most

Comments

Liked Least

Comments

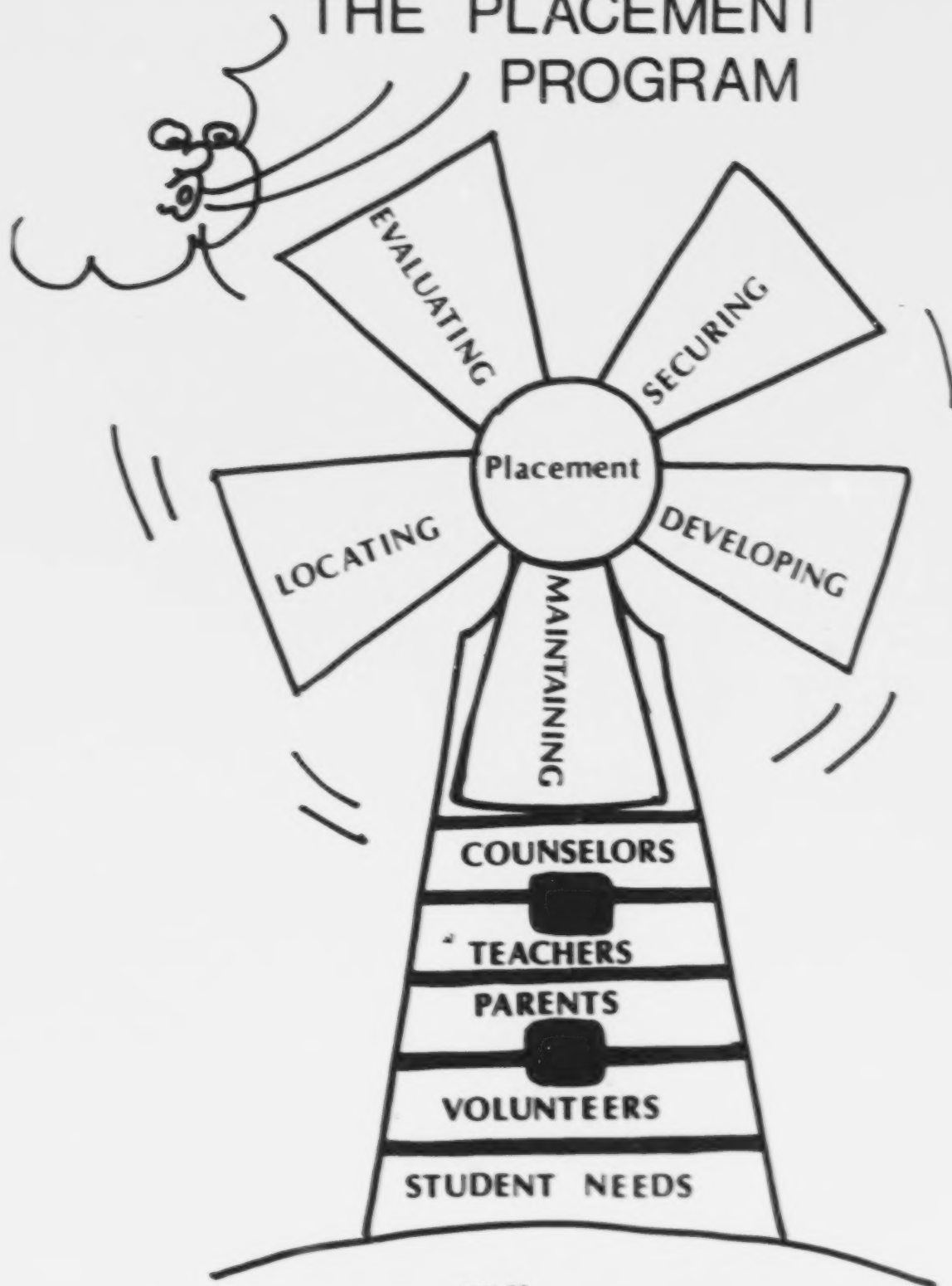
4. SUGGESTIONS: Please provide any suggestions or comments that you have for improving the workshop, workshop materials, etc.

Thanks for your help.

LISTING OF TRANSPARENCY MASTERS

	Page(s)
Transparency	
The Placement Program	VIII-22
The <i>Rural America Series</i>	VIII-23

THE PLACEMENT PROGRAM



THE RURAL AMERICA SERIES (HANDBOOKS)

PROBLEM IDENTIFICATION

Support
Information

State of the Art

Model

Career Guidance
Resources

Planning
Process

Planning and
Implementation

Needs
Assessment

Behavioral
Objectives

Resource
Assessment

Evaluation

PROBLEM RESOLUTION

Career Guidance &
Counseling Strategies

Career Counseling

Desk Reference

Individualized
Counseling and
Placement

Transitional
Career Placement

Career Guidance
Practices

Support
Functions

Staff
Development

Community
Relations and
Involvement

Community
Perspectives

Supplemental
Areas

Facilitator's
Guide

Cooperative
Agreements

Case Studies

SUPPLEMENTS TO THE *RURAL AMERICA SERIES* (1978)

Increasing Guidance Effectiveness Through School Community Cooperation

From Idea to Action: Career Guidance Plans of Rural and Small Schools

Facilitator's Guide to Staff Training for the *Rural America Series*

RURAL AMERICA SERIES (1976-77)

Career Guidance Program Support Information Documents

State of the Art Review
Life Role Development Model
Career Guidance Resources

Career Guidance Program Process Handbooks

Planning and Implementation
Career Development Needs Assessment
Behavioral Objectives
Resource Assessment
Deciding Via Evaluation

Career Guidance and Counseling for Groups and Individuals Handbooks

Career Counseling in the Rural School
Desk Reference: Facilitating Career Counseling and Placement
An Individualized Approach to Career Counseling and Career Placement
Transitional Career Placement in the Rural School
Career Guidance Practices

Career Guidance Program Support Functions Handbooks

Staff Development
Community Relations and Involvement
Rural Community Perspectives Toward Career Development

For ordering information (individual and quantity prices) and/or in-service training technical assistant, contact:

The National Center for Research in Vocational Education
National Center Publications
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
(614) 486-3655